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| ndcrest_m | **SCHOOL OF EDUCATION****LESSON PLAN** (All school experiences other than Internship) |

### LESSON ORGANISATION

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| **Year Level:** Yr3  **Time**:11.00-11.40 **Date**: 20/7/09  **Learning Area**:  Society and environment | **Students’ Prior Knowledge:**   * Rules for working on the mat * Rules for working in the computer labs * How to get into a wiki space * How to highlight on word |
| **Lesson Topic**:  Water types |  |
| Based on Curriculum Framework:  **Circle Value/s to be taught: 1 2 3 4 5**  **Indicate Value/s aspects: 1.1** The pursuit of personal excellence  **5.2-** Conservation of the environment  **5.3-** sustainable development and safety  (Curriculum Council, 1998) | |
| **Overarching Learning Outcomes (circle): 1 2 3 4 5 6 7 8 9 10 11 12 13**  (Curriculum Council, 1998) | |
| Based on Progress Maps/Outcomes & Standards Framework  **Outcome Level Description:**  **Science**  Earth and beyond- (EB 2- )-**The student:** Understands how some changes in the observable environment, including the sky, influence life.  **English**  Speaking- (LS 2.2)- Shows awareness of how speaking is adjusted in different situations; observes conventions of taking turns, interrupting; and makes some use of nonverbal cues and differences in tone and pace of text delivery.  **Society and environment-**  Natural and social systems- (NSS 2)-Understands that in natural and social communities there are connections between parts or elements of the system.  (Curriculum Council, 2003) | |
| Based on Curriculum Guide/Elaborated Curriculum Guide, DET Syllabus or RE Syllabus  **Lesson Objectives (i.e. anticipated outcomes of this lesson, in point form)**  *As a result of this lesson, students will be able to:*   * Can name and describe two types of water pollution * Can describe two ways to prevent water pollution * Can complete a power point as a group | |
| **Teacher’s Prior Preparation/Organisation:**   * Book computer lab * Learning federation activity * Bag- with different water resources * Printer has enough paper | **Provision for Learner Diversity/Educational Risk**:  -For children who are having difficulty, I will provide them with a step by step sheet for how to use the computer and also allow them to use the learning federation activity to complete the quiz. Students who are finish early will be able to complete a word search on water types |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | |
| **Assessment of Lesson Objective and Suggestions for Improvement**:  Did students enjoy the lesson?  Did students find the lesson interesting?  Did students achieve the lesson objectives?.  How do I know the objectives were achieved?  Who did or didn’t achieve the objectives And Why?  Was there enough time for the entire lesson?  Did students understand the lesson? | |
| **Teacher self-reflection and self-evaluation**: | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time**  8mins  15mins  10mins  7mins  5mins | **Motivation and Introduction:**   * This is the introduction lesson to the topic of water * I will get the students to move to the mat, they will do this by moving down row by row so that it is organised * When on the mat a will get the ‘what’s in the bag’ bag and shake it (so they hear the noise of the water bottle shaking around) I will then let some put their hands in and pull the objects out ( they will pull out bathers, a water bottle. A plastic fish, a plastic lily pad) when we get the items out I will ask the students where you can find the objects. Who swims at the beach? Have you ever caught a fish at the river? Each of the questions is used to show children that there are different types of water   **Lesson steps** (lesson content, structure and strategies) **Key questions and assessment:**   * Once we have finished the discussion, I will open the learning federation game, which can also be found as a link on the wiki space   <http://econtent.thelearningfederation.edu.au/ec/viewing/L6/index.html>   * We will complete the activity as a class on the interactive whiteboard, each students will be given ago at moving or reading things for the little activity, so that they feel apart of the activity * The activity will take about ten minutes to complete and at the end of it I will ask the students different questions, to make sure they have an understanding of the different types of water before they complete the quiz * Questions will include * What type of water is in the sea? * What type of water is in the river? * What type of water can be found in a mangrove? * What type of water can be found in a stream? * What type of water can be found a dam? * Which water would be best for humans to drink? * Which water would be the worst for humans to drink? * Once I think they have an understanding we will move to the computer room, so that they can complete the quiz on water types * When in the computer room I will get students to go onto the wiki page and go to lesson one, where they will find the link to the quiz. (the answer page is on the teachers page under lesson one in the lesson plan * I will be walking round to make sure no students are having any problems, and if they need to ask questions I will be available to answer them * Before they start the quiz I will ask them if they need help with anything, and that I want the quiz completed by themselves so I can work out how well they are going * The students need to answer the quiz by highlighting the answer they think is correct. The quiz will take about 5 minutes complete * Once they have all finished I will get students to print out there quizzes so they can be marked and then put in their portfolios * We will mark the quizzes; I will read out the question and get the students to read out the answers, reminding them that they need to put their hands up!   **Assessment:**  The assessment part of the lesson will be the quiz, once we have finished marking the quiz I will get the students to give me the quizzes so I can mark and assess how they went, and then it will go into their portfolios  **Lesson closure:**   * Once we have finished marking the worksheets we will move back to the classroom and again discuss water types with the questions we used before * Once we have finished our group discussion I will let the students get a quick drink and move back to their desks, ready for the next lesson | **Resources/References**  *Align these with the segment where they will be introduced.*  *‘What’s in the bag’ bag*  *Learning federation activity*  *Computer room*  *Quiz*  *Printer* |

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| |  |  | | --- | --- | |  | **Water Types (Answers)** | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 1) | |  | | --- | | Which type of water flows quickly, and carries lots of soil, and looks quite muddy? | | |  | | --- | | a) River | | b) Dam | | c) Sea | | d) Mangrove | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 2) | |  | | --- | | Which type of water has waves when windy, and is very salty? | | |  | | --- | | a) Dam | | b) Stream | | c) Sea | | d) River | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 3) | |  | | --- | | Which type of water is very close to the sea, which makes it a mixture of fresh and salt water? | | |  | | --- | | a) Sea | | b) Mangrove | | c) River | | d) Stream | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 4) | |  | | --- | | Which type of water is cool and fresh because it flows from the mountains? | | |  | | --- | | a) Dam | | b) River | | c) Mangrove | | d) Stream | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 5) | |  | | --- | | Which type of water is very still, and quite muddy with some soil? | | |  | | --- | | a) River | | b) Dam | | c) Mangrove | | d) Stream | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 6) | |  | | --- | | Stream water is? | | |  | | --- | | a) Clear | | b) Fresh | | c) Salty | | d) A&B | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 7) | |  | | --- | | River water is? | | |  | | --- | | a) Salty | | b) Fresh | | c) Clear | | d) A&C | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 8) | |  | | --- | | Dam water is? | | |  | | --- | | a) Fresh | | b) No soil | | c) Lots of soil | | d) A&C | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 9) | |  | | --- | | Mangrove water is? | | |  | | --- | | a) Salty | | b) A&C | | c) Soil, leaves and sticks | | d) Waves | | | |
| |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | 10) | |  | | --- | | Sea water is? | | |  | | --- | | a) Fresh | | b) Slightly salty | | c) Very salty | | d) muddy | | | |